

DP Visual Arts Year 2

A Day(Mon./Thurs) 9:55-10:55

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Room 11

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In year 2 of the DP Visual Art Program, students will continue their exploration of art methods, visual art in context, and communicating in the arts. This year will focus on development of artwork and process screens related to students' interests and study of the curatorial arts that will culminate in a final exhibition in March.

Course Deadlines:

October 9, 2020

Final PDF of your Comparative Study with a separate document of sources.

SL-10-15 Screens comparing at least 3 artworks from artists with different cultural contexts.

HL-10-15 Screens comparing at least 3 artworks from artists with different cultural contexts.

3-5 screens explaining how the artists and artworks have influenced the students' work and practice.

February , 2021:

SL 9-18 Process Portfolio Screens demonstrating work from at least two columns in the art forms table.

HL 13-25 Process Portfolio Screens demonstrating work from *at least three forms from at least two columns in the art forms table (this requirement is waived this year)*.

March, 2021:

Final Exhibition

SL- 4-7 strongest works demonstrating technical competence, communication of stated intentions, under 400 word curatorial rationale, exhibition texts.

HL- 8-11 strongest works demonstrating technical competence, communication of stated intentions, under 700 word curatorial rationale, exhibition texts for each work.

Communication

On the school website, you will see links to weekly schedules of every class that will be updated by 5:00 on the Sunday before the week ahead. All assignments will be posted on Google Classroom, and parents will receive a weekly report with upcoming and missing assignments. ParentVue or StudentVue is the best way to stay up to date on grades and is another way to see missing or incomplete assignments. If you have any questions, contact me by email and I will respond as quickly as possible. I will always respond within 24 hours during the week and on

Monday morning if emailed over the weekend. My office hours are from 1:00-2:00 every day(except Wednesdays) during which time I will be available to answer questions or provide extra help.

Absences

All class sessions will be recorded and posted on Google Classroom. If you are absent from a class session, watch the videos of the class sessions you missed and complete any missed assignments. It is your responsibility to watch videos and complete assignments from missed classes by the following Wednesday unless class was missed due to illness or other arrangements have been made with me. In the case of absence due to illness, a student has two extra days for every day missed to complete assignments.

Core areas

The visual arts core syllabus at SL and HL consists of three equal interrelated areas as shown in figure 2.



The visual arts journal

Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study and should be used to document:

- the development of art-making skills and techniques
- experiments with media and technologies
- the investigation of their own art development in the context of related art genres
- personal reflections
- their responses to first-hand observations
- creative ideas for exploration and development
- their evaluations of art practices and art-making experiences
- their responses to diverse stimuli and to artists and their works, especially in relation to their own art
- detailed evaluations and critical analysis
- records of valued feedback received
- challenges they have faced and their achievements.

Art-making forms

Throughout the course students are expected to experience working with a variety of different art-making and conceptual forms. SL students should, as a minimum, experience working with at least two art-making forms, each selected from separate columns of the table below. HL students should, as a minimum, experience working with at least three art-making forms, selected from a minimum of two columns of the table below. The examples given are for guidance only and are not intended to represent a definitive list.

Two-dimensional forms	Three-dimensional forms	Lens-based, electronic and screen-based forms
• Drawing: such as charcoal, pencil, ink, collage • Painting: such as acrylic, oil, watercolour, murals • Printmaking: such as relief, intaglio, planographic, chine collé • Graphics: such as illustration and design, graphic novel, storyboard	• Carved sculpture: such as carved wood, stone, block • Modelled sculpture: such as wax, polymer clays • Constructed sculpture: such as assemblage, bricolage, wood, plastic, paper, glass • Cast sculpture: such as plaster, wax, bronze, paper, plastic, glass • Ceramics: such as hand-built forms, thrown vessels, mould-made objects • Designed objects: such as models, interior design, jewellery • Site specific/ephemeral: such as land art, installation, performance art • Textiles: such as fibre, weaving, constructed textiles	• Time-based and sequential art: such as stop-motion, digital animation, video art • Lens media: such as analogue (wet) photography, digital photography, montage • Lens-less media: such as photogram/rayograph, scenography, pinhole photography, cyanotype, salted paper • Digital/screen based: such as vector graphics, software developed painting, design and illustration

Assessment outline—SL

Assessment tasks	Weighting
External assessment Part 1: Comparative study Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. - SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). - SL students submit a list of sources used.	20%
Part 2: Process portfolio Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.	40%

Assessment tasks	Weighting
Internal assessment This task is internally assessed by the teacher and externally moderated by the IB at the end of the course. Part 3: Exhibition Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. - SL students submit a curatorial rationale that does not exceed 400 words. - SL students submit 4–7 artworks. - SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.	40%

Assessment tasks	Weighting
External assessment Part 1: Comparative study Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. - HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). - HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. - HL students submit a list of sources used.	20%
Part 2: Process portfolio Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.	40%

Assessment tasks	Weighting
Internal assessment This task is internally assessed by the teacher and externally moderated by the IB at the end of the course. Part 3: Exhibition Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. - HL students submit a curatorial rationale that does not exceed 700 words. - HL students submit 8–11 artworks. - HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.	40%

OTA Student Expectations for Comprehensive Distance Learning

Be Respectful

- Choose a distraction-free workspace and be mindful about keeping distractions to a minimum, remembering that everyone can see you.
- Make respectful comments, showing respect for all cultures, opinions, and viewpoints.
- THINK before posting, always using appropriate language in all electronic communications, including, email, audio recordings, and/or video conferencing.
- If you would like to speak or answer a question, use the on-line class participation features (e.g., Raise Hand feature), then un-mute yourself after you are called on by your teacher.
- Displaying or sharing material that is hate speech, sexually explicit, or violent will not be tolerated. Bullying in any form, including cyber bullying, will not be tolerated.
- Sending discriminatory or harassing digital communications will not be tolerated.

Be Responsible

- Just as students are required to be on time and present at school, students are expected to be on time and virtually present via video and audio.
- Have materials ready.
- Use the chat feature to contribute and show engagement. Help others who might need assistance.
- Never share classroom codes or log in information with anyone who is not a member of your class.

Be Safe

- Practicing cyber safety includes not making your profile public, not speaking to strangers, not sharing personal information, and not sharing your camera or photos.
- If you would like to use a chat feature, remember that it is public, and a record of the chat can be saved.
- Audio or videorecording with any technology (i.e., cellphones, cameras, recorders and/or computer features) is prohibited unless there is prior approval from everyone involved.

Consequences

All live sessions are recorded. Students who choose to not meet expectations set by the teacher and the school are subject to disciplinary action, including but not limited to:

- Muting while in a live session
- Being temporarily ejected from live session
- Referral to an administrator for repeatedly not meeting expectations

We will follow OTSD discipline policies which are available in the Code of Conduct on the district website.